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War, Missions and Christian Methods.

BY MARY S. ROBINSON.

Professor Francis G. Peabody of Harvard, in his recently issued volume, "Christ and the Social Question," page 355, writes: "The military leaders of a superior race often say, in their aggressiveness, 'Let us first subdue this people by force of arms, and so clear the way to teach them the teaching of Jesus.' But this teaching must be communicated through the process of [a Christian] civilization; neither after nor before such process. It is impossible for the same nation to present itself to a non-Christian people first as rapacious, commercialized, lustful for glory, so-called, and later as an ambassador of the mercy and kindness of Jesus. The moral quality of the conquest, and not that which may be done after the conquest, represents the Christian energy of the stronger nation, and it is the motives which prompt and direct the first approach to an inferior people which will bring the latter either to Christ or repel them from him."

So, too, the late Miss Mary Kingsley, herself a victim of war, wrote in her "West African Studies," pages 367-372: "England from the first has again and again assured the African that she had no intention of robbing him of his country; none the less, as soon as she was able to do this, she has done it. One act of such treachery destroys all confidence between the betrayed and the betrayer." The West Africans were disposed to listen to the missionaries until the British soldier appeared among them. Of him they said: "He is as bloodthirsty as any of our own people. His god is no better than ours."

Richard Williams, the first missionary to Patagonia, perished there, with several comrades, from starvation. Before his death he was several times menaced by the Fuegians and Southern Patagonians, but he wrote in his diary: "For no consideration would I injure a hair of the heads of these men, whom I am come hither to seek and to rescue from their ignorance and sin."

The havoc which war makes with missions has been mournfully manifest latterly in South Africa and in China. In the last-named country nearly all the mission buildings—dwellings, churches, schools, colleges, hospitals—have been laid in ruins; and the Christians of Western Europe and America are now to be taxed for the rebuilding of these edifices at an immense cost. We can ill afford this extortion imposed by war, in view of the pressing, the immediate needs of millions of human beings at home and abroad. Worse than this, the Christian character of the missionaries has been seriously compromised by the barbarous exigencies of war. Exiling themselves from their native land for the purpose of making known the God of peace, the Prince of peace, to the people of the middle empire, they have been constrained to deal destruction and death to hundreds of that people, to levy contributions of money on villagers perishing from want, and so to invite curses on themselves and execrations on the religion they would propagate. All this is the inevitable result of the infamous opium war waged by nominally Christian British in 1840, with the sequent events attendant on that war, against which every mandarin of Eastern China vainly protested. Verily, when the monstrous god of war conscripts the direct representatives, the ambassadors of Christ, into his ranks, can he further go in his demoralization of the Christian portion of our war-furrowed world?

Military Instruction in Schools.

BY GEORGE W. HOSS.

There are tidal waves in the affairs of men, as on the ocean. Some of these are, at long intervals, waves of virtue, as of education, temperance, social purity and the like. They are, however, frequently of evil, not to say sin. For two years and more such a tidal wave has been sweeping over this nation. It is the tide of war sentiment.

We do not need to mention the character of war as seen on the battlefield, its degrading influence in the camp, and at times in the home. On the other hand, let us note its effects in Congress, and in consequence upon education.

So infatuated were many men in Congress with the military spirit that several bills were introduced during the last two years making appropriations and other provisions for military instruction in the public schools and institutions of higher learning. To avoid undue length, I quote from only one of these bills,—House Bill 13,435,—introduced by Mr. Showalter, on January 10, 1901. The title of the bill was, "To Further Promote the Study of Military Science and Tactics at Institutions of Learning."

"Section 1. That, in addition to the aid now given by law, to encourage the study of military science and tactics at institutions of learning, there shall be paid annually the sum of twenty-five dollars to each student in such institutions who shall have served faithfully and honestly for one year as a member of the military class.

"Section 2. That the total number of students coming under the provisions of this act shall not exceed at any one time thirty thousand.

"Section 4. That the sum of seven hundred and fifty thousand dollars, or so much thereof as may be necessary, is hereby appropriated for the current fiscal year."

Let us contemplate the significance of this bill a moment. In the first place the number of pupils—thirty thousand—is larger than the standing army of the United States in former years of peace and honor. Then, too, these students in their drills and associations will effect with the virus of the military spirit at least one hundred thousand more. Does not every one know how captivating to the average boy are bright buttons, gay uniforms, martial music, and the marching and counter-marching?

It goes without saying, to any one acquainted with military departments in colleges, that many good students are lured into this work to the detriment of their scholarship, and that many inferior students make it a substitute for hard study. These latter say, "We are not preparing for the civil professions, but for war." Such bills ought to be condemned on account of their pernicious effect on education, if for no other reason.

In the second place, look at the money to be appropriated—and for what? To foster the war spirit, and to prepare men for the butchering of their fellow men. The writer knows a number of most worthy colleges, educating young men for good citizenship, for the ministry and for missionary work, and doing this on almost starvation salaries for their teachers. Take the average of several of these, and their number of students will be about three hundred, and their annual receipts less than fifteen thousand dollars each. Let this proposed military appropriation be distributed among these colleges, and it doubles the annual income of fifty of them. It is not